

The Dilemma and Breakthrough of the Operationalization of High School English Teaching Objectives from the Perspective of Integration of Teaching-learning-assessment

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Abstract

This study addresses the operationalization deficit in high school English teaching objectives through the integration of teaching-learning-assessment. It identifies three core issues, namely vague objective descriptions, implementation disconnects, and objective-assessment misalignment which are rooted in teacher professionalism gaps, outdated assessment paradigms, resource constraints, and examination pressures. Solutions include restructuring objectives via Bloom's taxonomy and SMART principles; establishing a competency-oriented diagnosis-dynamic adjustment-process monitoring mechanism; and employing AI for tiered evaluation and resource integration. The research provides theoretical frameworks and practical tools to advance substantive integration of teaching-learning-assessment.

Keywords

Integration of Teaching-learning-assessment; English Language Teaching; Instructional Objectives; Operationalization

1. Introduction

Teaching, learning, and assessment have long been focal concerns in educational discourse. Since the 2017 National English Curriculum Standards for Senior High Schools mandated that teachers "coordinate the relationship between assessment, teaching, and learning to implement the integration of teaching-learning-assessment, integrating it into subject-specific pedagogical practices has emerged as an urgent priority[1]. The so-called teaching-learning-assessment integration refers to the integration and unification of the three aspects of teaching, learning and assessment to form a complete teaching activity. Teaching means that teachers should master the direction of cultivating the core literacy of the English subject; learning means that students, under the guidance of teachers, can convert subject knowledge and

skills into their own core literacy by engaging in a variety of English learning activities; and evaluation is to promote the teaching of teachers and the learning of students [2].

2. Analysis of the Dilemma of the Operationalization of English Teaching Objectives in High Schools

Teaching objectives, as the logical starting point of classroom design, determine the content of classroom teaching, activity design and evaluation methods, and provide a directional anchor point for the integration of teaching, learning and evaluation. It can be like an adhesive to unify the discrete teaching elements into a humanistic synergy, and a classroom without objectives is like sailing without a compass [3]. At the same time, the teaching objectives of each subject is the key standard to test the effectiveness of classroom teaching. Its setting is related to whether the curriculum teaching can realize the preset effect, whether students can obtain the corresponding knowledge and skills, which has a vital role in classroom teaching.

Operationalized expression refers to the process of transforming abstract and general teaching objectives into specific observable, measurable and evaluable student behavioral performance, the core of which lies in the behavioral transformation of objectives[4]. That is to say, when formulating teaching objectives, the teaching objectives should be transformed into action guidelines to guide instructional design and evaluation through precise language description.

Operationalized expression is the basic requirement of teaching goal narrative[5]. However, in the reality of teaching, the objectives often lose their function because of vague expression, which can neither guide the teaching decision, more difficult to bond the system elements, triggering the three major operational dilemmas, giving rise to the substantial fragmentation of teaching-learning-assessment.

2.1. Narrative generalization and vagueness of teaching objectives

Before any classroom teaching, clear teaching objectives are the prerequisite and soul of teaching-learning-assessment integration and consistency. Without clear objectives, the integration of teaching-learning-assessment is difficult to unfold. At present, in teaching, from course teaching objectives to classroom teaching objectives, there exists the dilemma of generalized and ambiguous teaching objective narratives. For example, some scholars have mentioned that high school English teachers, faced with the complex teaching content and easily influenced by multiple factors such as students [6], have encountered “roadblocks” in formulating teaching objectives, and are unable to ensure the relevance and operability of teaching objectives. At the same time, when the teaching objectives are written, there is a lack of completeness, a lack of subjects of behavior, verbs of behavior, conditions of behavior and standards of behavior [7], which will lead to the teaching objectives ignoring the main body of the students, do not know to what extent the students have already

understood the content of what they have learned, and what is the way of acquiring it, as well as the scope of the main content of the study, which will stifle the further implementation and implementation of the integration of teaching and learning and assessment of English teaching in high school. This will stifle the further implementation and development of teaching-learning-assessment integration in high school English teaching.

2.2. Disconnection between teaching objectives and learning situation

Lack of connection between teaching objectives and learning situation means that teachers do not design teaching objectives based on the actual cognitive level of students' language foundation, learning styles and development needs, resulting in the target requirements and students' ability to disconnect, making it difficult for teaching to be effective. The essence of the goal is to preset and learning starting point of the misalignment, contrary to the "learning to teach" principle. Specifically manifested in these aspects.

First of all, ignoring the students' language level and making up teaching objectives out of thin air. For example, some novice teachers do not fully understand the language mastery level of the students in the class, they have already begun to begin to write the teaching objectives, choose the teaching content directly for language teaching. In the long run, the result will only be that the students become more and more incomprehensible, and the teachers become more and more confused, thinking about which step is wrong in the end.

Furthermore, the implementation of teaching objectives does not take into account the actual receptive ability of students at different levels, which is out of line with the real learning situation. This means that teachers set teaching objectives in advance, but in the actual implementation process, there are students of different levels in a class, such as excellent students and advanced students, but teachers may not be able to fully take into account all the elements due to a variety of reasons, which leads to the implementation of the teaching process cannot be in accordance with the objectives of the gradual implementation of the English language teaching.

Finally, the implementation of the teaching objectives does not truly realize the four core literacies mentioned in the curriculum. This is specifically manifested in the fact that many teachers are unable to carry out in-depth thinking and research on new issues, and some experts' interpretation of this may also be somewhat cloudy,[5] which leads to the fact that some high school English teachers are not able to accurately assess whether they can cultivate the students' core literacy after the teaching objectives are formulated and before and after the implementation of the teaching objectives.

2.3. Mismatch between Teaching Evaluation and Teaching Objectives

The mismatch between teaching evaluation and teaching objectives is one of the

most prominent problems in high school English teaching, which is also an important factor affecting the teaching effect. In the current high school English teaching, teaching evaluation is often detached from the teaching objectives and cannot effectively reflect the students' learning status and teaching effect. This is the result of the lack of operability of teaching objectives. In the following, three major effects of the lack of operability of teaching objectives on teaching evaluation will be specifically analyzed.

First, there is a lack of consistency between teaching evaluation and teaching objectives. The phenomenon of inconsistency between what is taught and what is evaluated is frequent in high school English teaching. There is a mismatch between teachers' teaching objectives and their assessment of students. In teaching, teachers teach without assessment, or teaching is one thing while assessment is another. Such teaching can neither answer the question of "why do teachers teach" nor know whether the teaching is effective, resulting in the loss of meaning of teaching and the evaluation of the monitoring function of GPS [8].

Secondly, teaching evaluation is single and lacks diversity. The current high school English teaching is still dominated by traditional paper and pencil tests. This evaluation method, which is overly dependent on scores, cannot meet the original intention of teaching goal setting, and it is also difficult to fully reflect the students' mastery and their actual English language ability. Moreover, the traditional teaching evaluation is based on the teacher as the main body, or the classroom evaluation is done by asking questions for students to answer collectively or individually [9]. This kind of single and traditional evaluation cannot measure the learning process of all students in a fair and impartial way.

Finally, the teaching evaluation standard is too quantitative. In the actual teaching evaluation of English, some teachers pay too much attention to summative evaluation rather than formative evaluation. Moreover, in the evaluation of senior secondary English courses, teachers often use scores or grades to measure students' English proficiency, ignoring students' individual differences. This kind of overly quantitative evaluation is likely to make students anxious and affect their learning motivation.

3. Analysis of the Reasons for the Operational Dilemma of High School English Teaching Objectives

There are deep-rooted reasons for the operational dilemma of high school English teaching objectives, including insufficient teacher professionalism, lagging evaluation concepts, limited teaching resources, and the influence of exam-oriented education. Only by analyzing these reasons in depth can we find an effective solution.

First of all, teachers' insufficient understanding and knowledge of the concept of "consistency in teaching evaluation" is an important reason for the difficulties in the operationalization of teaching objectives. Many teachers fail to fully understand and

grasp the concept of "consistency of teaching and assessment" in their teaching practice, and lack the awareness and ability to organically combine teaching, learning and assessment. In the process of teaching design and implementation, they tend to pay too much attention to the teaching of content and neglect the guiding and promoting role of evaluation [10]. This conceptual lag leads to the lack of pertinence and operability in the setting of teaching objectives, and the implementation of evaluation is difficult to keep in line with the teaching objectives.

Secondly, teachers' limited professionalism and teaching ability are also important reasons. In high school English teaching, teachers need to have solid language knowledge, instructional design ability and evaluation ability. However, many teachers are deficient in these aspects, making it difficult for them to design evaluation tasks that are consistent with the teaching objectives and to adjust their teaching strategies and methods according to the evaluation results. This lack of professionalism directly affects the realization of teaching objectives and the evaluation of teaching effectiveness.

Again, the limited nature of teaching resources is one of the constraints. In actual teaching, teachers often face resource constraints such as time, space and materials, making it difficult to design and implement diversified teaching activities and evaluation methods. Especially in schools in rural and remote areas, teaching resources are even more limited, and teachers find it difficult to access and utilize abundant teaching resources to support the achievement of teaching objectives and the implementation of assessment.

Finally, the influence of exam-oriented education is also a factor that cannot be ignored. For a long time, China's high school education has been influenced by exam-oriented education, and teaching evaluation is mainly based on test scores as the main criterion, ignoring the overall development of students and the cultivation of core qualities. This evaluation orientation leads teachers to pay excessive attention to knowledge transfer and test-taking skills training in teaching, while neglecting the cultivation of students' language ability and thinking quality [11]. Under such a background, the setting of teaching objectives often focuses too much on the knowledge level and ignores the cultivation of competence and literacy development, and the implementation of evaluation mainly centers on examination results, which is difficult to keep in line with the teaching objectives.

4. Solutions to the Dilemma of High School English Teaching Objectives

4.1. Flexibly Utilizing Multiple Theories to Scientifically Narrate Teaching Objectives

In order to solve the problems of generalization, ambiguity, disconnection from learning situation and evaluation, etc. in the narrative of high school English teaching objectives, the theoretical advantages of Bloom's Taxonomy of Educational Ob-

jectives (Revised) can be deeply integrated to build a systematic solution. The following are the specific strategies and practical paths. First, use behavioral verbs to replace fuzzy expressions. Most of the traditional teaching objectives are set without observable behaviors, so we can make use of the behavioral verbs corresponding to the six levels in Bloom's taxonomy to formulate teaching objectives more scientifically. The latest version of Bloom's taxonomy of educational objectives categorizes instructional objectives in two main dimensions, namely, the knowledge dimension and the cognitive process dimension. The knowledge dimension divides knowledge into four major categories: factual, conceptual, procedural, and metacognitive knowledge; and the cognitive process dimension encompasses remembering, understanding, applying, analyzing, evaluating, and creating [12]. Each level corresponds to a specific behavioral verb. For example, the memory level has behavioral verbs such as list, match, and retell. Writing high school English teaching objectives using the verbs under each level provides observable behaviors for subsequent evaluation and effectively enhances the directionality of teaching objectives.

In addition, teaching objective narratives should also strive to meet the SMART criteria and cover the five elements, which originally originated in the field of performance management and consists of five criteria for measuring the clarity of objectives: specific, measurable, assignable, realistic, time-bound, and time-bound. realistic), and time-related [13]. When applying this criterion to high school English teaching goal setting, specificity means that the goal should be clear and concrete to avoid ambiguity; measurability requires that the goal can be measured by data or standards in order to assess progress; achievability emphasizes that the goal should be challenging, but within the students' ability; and realistic means that the goal is set in accordance with the specific teaching and learning conditions and facilities, and should be related to the students' interests and needs. And it should be in line with students' interests and needs; and timeliness requires that goals be set with clear time points. At the same time, it should be noted that the narrative of the teaching objectives should also include the subject of behavior, behavioral actions, behavioral conditions, behavioral standards and time boundaries.

4.2. Taking the key competencies as a guide, adjusting the teaching objectives in time according to the learning situation

Taking key competencies as a guide and timely adjusting teaching objectives according to the learning situation is an important way to realize the integration of teaching-learning-evaluation. The newly revised English Curriculum Standard for High Schools summarizes the core literacy of the English discipline into four aspects: language competency, cultural awareness, thinking quality and learning ability [14]. In high school English teaching, teachers should take the key competencies as the guide, combine the teaching objectives with the actual situation of students, and make dynamic adjustments. The specific implementation measures are as follows.

First, assess students' level through diagnostic evaluation to derive the basic situation of students' pre-school. Teachers need to know the initial level of students and assess their existing knowledge and ability level before the beginning of the semester with exams, questionnaires or face-to-face interviews. Based on the assessment results, teachers can better set the tiered teaching objectives suitable for students.

Second, dynamic adjustment of teaching objectives is very important. In the whole teaching process, teaching evaluation and teaching objectives are dynamic changes. That is to say, the results of teaching evaluation will change according to the specific conditions. Teaching objectives will also change with the results of classroom evaluation, homework and unit tests.

Finally, close attention is paid to the process of student learning. Through formative assessment to understand the learning progress of students, according to the students' learning situation timely adjustment of teaching objectives and teaching strategies to ensure the effectiveness of teaching activities. In this way, teachers can realize the organic unity of teaching, learning and evaluation and promote the overall development of students.

4.3. Reasonable application of AI intelligence to promote the deep integration of teaching and evaluation

Artificial intelligence technology is reshaping the education ecology. The Ministry of Education's "High School English Curriculum Standards (2017 Edition)" emphasizes the "integration of teaching-learning-evaluation", and AI technology, through data-driven, provides accurate support for the design of teaching objectives, process evaluation and dynamic adjustment, which can become the core tool to crack the traditional teaching "fuzzy objectives" and "lagging evaluation" problems. AI technology can be the core tool for us to solve the problem of "fuzzy goals" and "lagging evaluation" of traditional teaching. Therefore, high school English teachers need to master AI technology and integrate it into teaching goal setting, teaching process and teaching evaluation in order to adapt to the wave of digital transformation of education. Based on this, this study proposes the following practical paths.

First, with the help of reverse design thinking, AI is used to generate a goal-evaluation matching model. An intelligent body is an entity with intelligence that can perform tasks or make decisions autonomously in a specific environment. That is to say, anyone after learning can build an intelligent body with certain functions to realize a certain purpose with the help of AI tools such as buttons under certain conditions. Therefore, while strengthening their information literacy and professionalism, high school English teachers can learn how to construct or utilize intelligent bodies based on reverse design thinking to transform abstract teaching goals into practical and operable goals, and synchronize the setting of evaluation content and evaluation standards.

Secondly, AI is utilized to realize the hierarchical evaluation of learning adaptations.

For example, when teachers are designing a certain lesson, take the textbook of the Foreign Studies Society, English selective compulsory 2 in high school, Unit 5 Back to Nature as an example, teachers can set hierarchical teaching objectives according to the previous learning profile and the AI intelligent program when carrying out the teaching design. For example, 90% of the students can analyze the reasons why Thoreau and Tao Yuanming returned to nature, and 70% of the students can create and design a specific program to return to nature. Teachers can use ai to assist in forming different levels of teaching objectives, such as basic level, advanced level and challenge level. Moreover, the deep integration of teaching and evaluation requires teachers to take teaching objectives as the core of teaching design, design evaluation tasks around teaching content, and optimize students' learning paths with the help of timely feedback mechanisms [15].

Finally, AI should be used to crack the problem of limited teaching resources in order to realize resource integration. High school English teachers can use intelligent resource libraries to integrate multimodal teaching materials, which are divided into different task packages according to the thematic hierarchy. At the same time, the relevant responsible bodies can also use national policies, community outreach, and the National Training Program for Teachers to help teachers in remote areas of villages to broaden their teaching resources and help the cause of English education in village-level secondary schools.

5. Conclusion

This study systematically analyzes the triple dilemma of the operationalization of high school English teaching objectives in the context of “teaching-learning-assessment” integration: the objectives are vaguely written in general terms, the objectives are separated from the learning situation, and the assessment is misaligned with the objectives. At the root of the problem, teachers' insufficient knowledge of the concept of integration, limited professional ability, resource constraints and test-oriented orientation all combine to form systematic constraints.

In this regard, this study proposes breakthrough paths: first, scientific narrative goals, using Bloom's classification of goals and SMART five-factor framework to realize the observability of goals; second, dynamic adjustment mechanism, based on diagnostic evaluation to build a goal adjustment model; third, AI in-depth empowerment, through the intelligent body to build a goal-evaluation matching system, the development of hierarchical task packages, to crack the resource inequality problem. Difficulties.

In conclusion, the operability of teaching objectives directly affects the direction of teaching implementation and evaluation standards, and is the key link between teaching and evaluation. Only when the teaching objectives have clear statements, clear standards and operable indicators can the integration of teaching and evaluation be truly realized, ensuring the effectiveness of teaching activities and the accu-

racy of evaluation. The theoretical value of the operationalization of teaching objectives lies in the fact that it provides a concrete operational framework and methodology for the integration of teaching-learning-evaluation, so that this concept can be truly implemented in teaching practice.

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